

27 Aug 01

DEPARTMENT OF THE AIR FORCE
Aerospace Basic Course (AETC)
Maxwell Air Force Base, Alabama 36112

LESSON PLAN

A2220 - OUTDOOR TEAM BUILDING EXERCISE

CONTENTS

<u>Title</u>	<u>Page</u>
Record of Changes	
Educational Goal	A2220-G-1
Instructional Plan.....	A2220 P-1 thru 2220-P-3
Attachment 1 - Prebrief	A2220-Atch1-1
Attachment 2 - Map/Instruction Sheet	A2220-Atch2-1
Attachment 3 - Debrief questions	A2220-Atch3-1

RECORD OF CHANGES

CHANGE NUMBER	REMARKS
New lesson plan	Replaces lesson 2305 dated 7 Aug 00

SUMMARY OF CHANGES

- Replaced lesson number 2305 with A2220.
- Updated Educational Goals IAW AU Continuum of Education
- Increased exercise distance to 1.5 miles
- Added a third task to student requirements
- Updated map and clue card
- Added suggested debrief questions

EDUCATIONAL GOALS

A2000 Area Objective: Apply leadership skills to influence and direct people and resources to accomplish the mission.

A2200 Phase Objective: Apply effective teambuilding and problem solving skills.

A2220 – OUTDOOR TEAM BUILDING EXERCISE

Lesson Objective 1: Demonstrate team building and problem solving skills in a group situation.

Samples of Behavior:

(O) - Apply problem solving skills in a group situation.

(O/S) - During the exercise debrief, relate the importance of teamwork in accomplishing the mission.

Lesson Description: This exercise consists of physical and mental tasks to stimulate thinking and encourage teamwork.

Prerequisite:

Lesson A2210 - Fundamentals of Team Building and Problem Solving

Preparation:

Complete warm-up exercises prior to the start of the lesson

Rationale/Linkage: This activity is the first of many opportunities to apply material taught in Lesson A2210 - Fundamentals of Team Building and Problem Solving. It provides an outdoor environment for students to get to know each other and begin the teambuilding process.

INSTRUCTIONAL PLAN

1. TITLE AND LENGTH OF LESSON: Outdoor Team Building Exercise, (1:10)

2. RELATION TO OTHER INSTRUCTION: This exercise is the students' first opportunity to apply concepts learned in A2210 - Fundamentals of Team Building and Problem Solving. This application will aid in setting the foundation for the team oriented activities throughout the course.

3. GENERAL METHOD OF INSTRUCTION:

a. Presentation Method: Outdoor Exercise

b. Time Outline:

Segment Time	Total Time	Description
0:15	(0:15)	Warm-ups
0:05	(0:20)	"Name Game" briefing
0:30	(0:50)	"Name Game" exercise
0:20	(1:10)	Feedback

c. Instructor Preparation:

- Review warm up exercises
- Review maps and clue card

d. Instructor Aids/Handouts:

A2220 Atch1-1: Team Building Exercise Prebrief
A2220 Atch2-1: Map/Instruction sheet
A2220 Atch3-1: Debriefing question sheet
A2210 Atch1-1: Instructor Team Fundamentals Guide

e. Student Preparation:

Warm ups to be completed immediately prior to the event.
(Flight commander will lead these exercises)

f. Strategy: Each flight commander administers this exercise for his or her flight. The task provides a mental challenge to the students to apply problem solving and to further the team building process. The event itself is a physical challenge for the flight to overcome as a team. Each flight commander will observe his or her flight, answering only questions that do not deal directly with the information contained in the task. Remember that safety is paramount and flight commanders need to carefully monitor their flight to ensure that the flight adheres to safety guidelines.

4. DETAILS OF INSTRUCTION

a. Warm-ups 0:15 (0:15)

Ensure your flight has performed their warm-up exercises (In student package). The flight commanders are responsible for conducting these warm-ups.

b. “Name Game” briefing 0:05 (0:20)

Brief the flight on the rules of the exercise and safety guidelines. (A2220-Atch1-1)

c. Exercise 0:30 (0:50)

- 1) Before you start, hand out the clue/map card.
- 2) Follow along with the flight watching for SAFETY at all times.
- 3) Monitor the students for any rules violations.

d. Feedback: 0:20 (1:10)

- 1) Review the debriefing questions (A2220-Atch3-1) with the flight.
- 2) Provide comments on teamwork strengths and weaknesses.

TEAM BUILDING EXERCISE PREBRIEF

- You are about to complete a 1.5-mile teambuilding course.
- During this course you will have a challenge to perform.
- This event is not timed.

Safety Guidelines

- Watch for traffic. Even though the area around the Ritchey Center area is a low traffic area, there are occasionally vehicles on the road. Be careful
- Avoid shoulders of roads to prevent ankle injuries.
- If you feel ill, tell me immediately. Look out for one another; look for signs of heat exhaustion, water intoxication, or extreme fatigue.
- The following table outlines recommended water consumption:

Flag Color	Easy Work (quarts/hour)	Moderate Work (quarts/hour)	Hard Work (quarts/hour)
White	1/2	3/4	3/4
Green	1/2	3/4	1
Yellow	3/4	3/4	1
Red	3/4	3/4	1
Black	1	1	1

- **Signs of Heat Exhaustion and Water Intoxication:** Paleness, cramps in abdomen, dizziness, vomiting, profuse sweating, or moist, cool skin.
 - **Treatment of Heat Exhaustion:** lay the person down, try to cool them down (fan or sprinkle with water), have the person sip cool water and immediately contact one of the safety personnel on the course (one at each checkpoint)
- **Signs of Heat Stroke:** Headache, dizziness, dry skin (no sweating), high body temperature, red face and skin.
 - **Treatment of Heat Stroke:** Same as for heat exhaustion, but in addition, **IMMEDIATELY** notify safety personnel to call for emergency medical services

The Name Game

Students will be required to learn the name, specific career field, and hometown of everyone in their flight. They will accomplish this task in any manner they see fit during the 1.5-mile run. When they finish the run, pick two random flight members to recite the names, career fields, and hometowns of the flight members.

THE NAME GAME

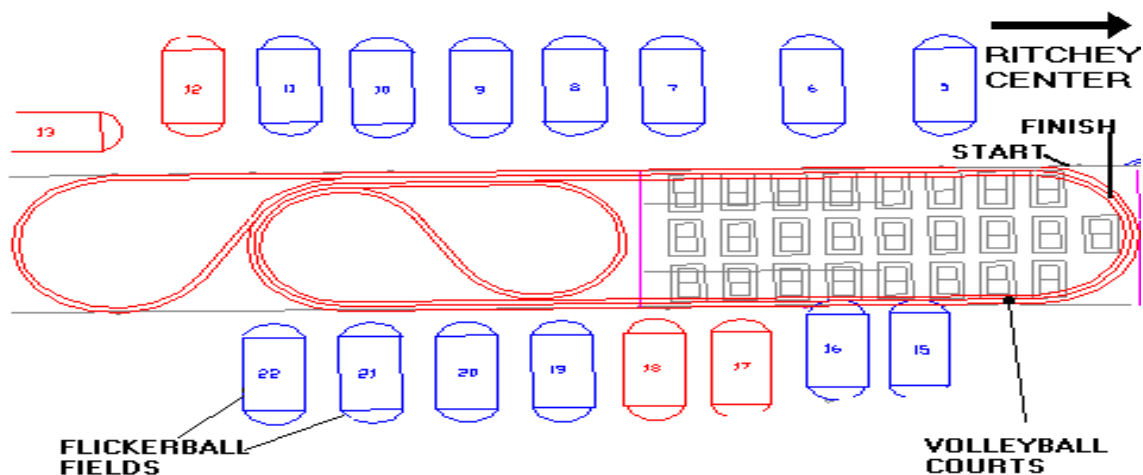
Not very good at names? What a shame.

It's hard to form a team if you don't know your teammates.

You have a 1.5-mile course to run and all of your teammates' names, career fields, and hometowns, to learn.

At the end of the run you will be asked to recite the name, specific career field, and hometown of each member of your flight. Good luck.

Start and finish on the 1.5-mile running track. One circuit around the track equals 1.5 miles. Debrief on the bleachers or at the Ritchey Center.



DEBRIEF QUESTIONS

{Instructor Note: These questions are meant to generate discussion on their ability to problem solve and work together as a team. Use the lesson objectives and samples of behavior to aid you as well.}

Lesson Objective 1: Demonstrate team building and problem solving skills in a group situation.

Samples of Behavior:

(O) - Apply problem solving skills in a group situation.

(O/S) - During the exercise debrief, relate the importance of teamwork in accomplishing the mission.

1. According to COG's ladder, what is the development level of the flight? Why? (Polite, Why we're here, Bid for Power, Constructive, Esprit)
2. Thinking back to the 7 building blocks, what did you see in this exercise where the building blocks were used? (Clear Objectives, Openness, Support and Trust, Cooperation and Conflict, Competence, Individual Development, Leadership)
3. Are these building blocks important? What can they do for you and your home unit?
4. Did you need to work through a problem? What was the problem and how did you tackle it? (ID the problem, Gather data, List possible solutions, Test possible solutions, Select the best solution, and Implement the plan)
5. What kind of data did you need to gather?
6. How did you handle the different ideas for solving the problem?
7. How did you implement the plan?
8. Thinking back to the Fundamentals of Team Building and Problem Solving lesson, is there anything you could have done to improve your flight's effectiveness, if any?

9. What were your restrictions? How did this affect your plan and execution?
10. What restrictions did you place on yourself?
11. What are your strengths?
12. Where do you need to improve? And how can you overcome these areas needed for improvement?
13. How can you relate this exercise with the operational Air Force and/or your daily operations within your AFSC?